



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008

Code: 10281201

SAU: Calais School Department

School: Calais Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

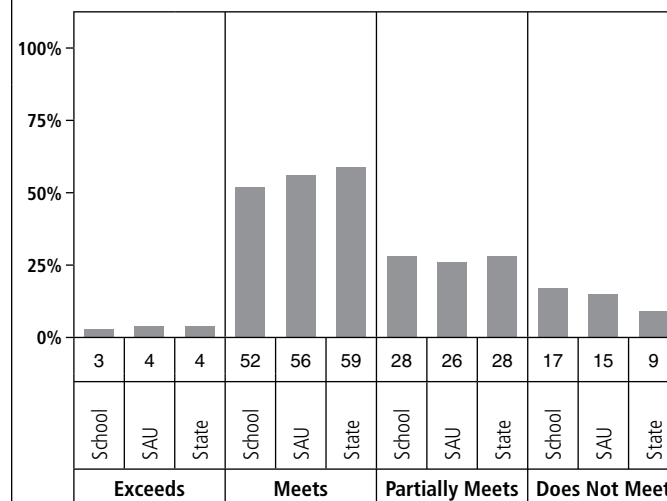
SAU: Calais School Department

School: Calais Elementary School

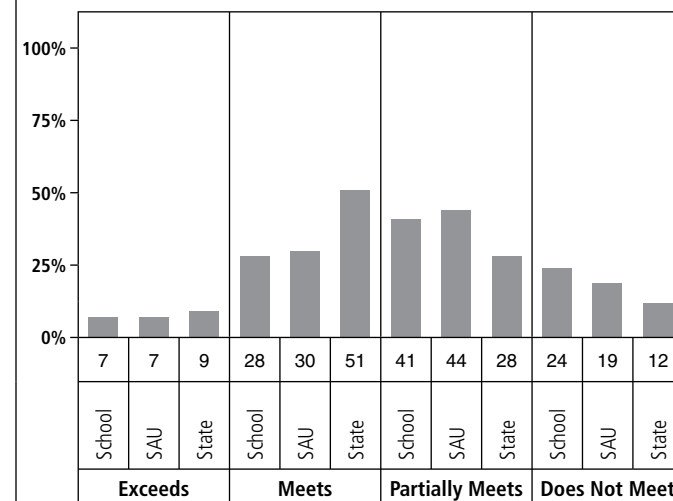
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	440	440	444
2006–2007	441	441	445
2007–2008	441	443	445
Cum. Avg. *	441	441	445
Mathematics			
2005–2006	443	443	444
2006–2007	436	437	445
2007–2008	439	441	445
Cum. Avg. *	439	440	445
Science & Technology			
2005–2006	442	441	444
2006–2007	439	439	444
2007–2008	441	443	444
Cum. Avg. *	441	441	444

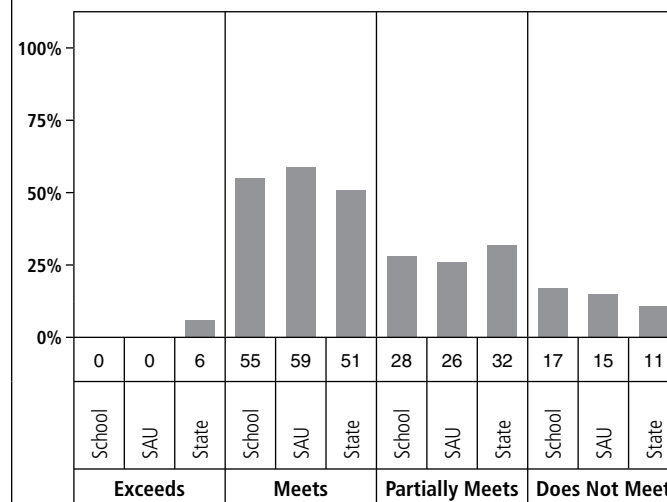
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	30	100	28	100	14207	100	29	97	27	96	14181	100	29	97	27	96	14123	100	29	97	27	96	14115	99										
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	1	3	1	4	263	2	1	100	1	100	259	98	1	100	1	100	262	100	1	100	1	100	262	100										
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98										
Caucasian/White	29	97	27	96	13282	93	28	97	26	96	13264	100	28	97	26	96	13205	100	28	97	26	96	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	7	23	5	18	2524	18	7	100	5	100	2514	100	7	100	5	100	2498	99	7	100	5	100	2494	99										
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99										
Economically disadvantaged	18	60	16	57	5587	39	17	94	15	94	5569	100	17	94	15	94	5538	99	17	94	15	94	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	23	77	23	82	10755	76	23	77	23	82	10730	76	23	77	23	82	10776	76						
Identified disability (PET/IEP)	1	4	1	4	375	3	1	4	1	4	374	3	1	4	1	4	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	6	20	4	14	3298	23	6	20	4	14	3267	23	6	20	4	14	3215	23						
Identified disability (PET/IEP)	6	100	4	100	2013	61	6	100	4	100	1998	61	6	100	4	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	3	1	4	11	0	1	3	1	4	68	0	1	3	1	4	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	0	0	601	4
	2006-2007	0	0	0	0	507	4
	2007-2008	1	3	1	4	559	4
	Cum. Total*	1	1	1	1	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	13	37	13	37	7910	57
	2006-2007	21	50	20	50	8749	63
	2007-2008	15	52	15	56	8308	59
	Cum. Total*	49	46	48	47	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	17	49	17	49	3970	29
	2006-2007	14	33	14	35	3467	25
	2007-2008	8	28	7	26	3922	28
	Cum. Total*	39	37	38	37	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	14	5	14	1421	10
	2006-2007	7	17	6	15	1165	8
	2007-2008	5	17	4	15	1264	9
	Cum. Total*	17	16	15	15	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.5	57.3	28.6	59.6	29.7	61.9
Literary Text	24	50	14.4	60.0	15.0	62.5	15.5	64.6
Informational Text	24	50	13.0	54.2	13.6	56.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	29	1	3	15	52	8	28	5	17	441	27	4	56	26	15	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										1						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	28	1	4	14	50	8	29	5	18	441	26	4	54	27	15	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	433	5	0	40	40	20	440	2388	0	29	44	26	437
No	22	1	5	13	59	5	23	3	14	443	22	5	59	23	14	443	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	29	1	3	15	52	8	28	5	17	441	27	4	56	26	15	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	17	0	0	7	41	6	35	4	24	437	15	0	47	33	20	440	5502	1	47	37	14	441
No	12	1	8	8	67	2	17	1	8	446	12	8	67	17	8	446	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	29	1	3	15	52	8	28	5	17	441	27	4	56	26	15	443	14048	4	59	28	9	445
Gender																						
Female	15	1	7	9	60	4	27	1	7	445	15	7	60	27	7	445	6959	5	61	26	8	446
Male	14	0	0	6	43	4	29	4	29	436	12	0	50	25	25	439	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	7	64	2	18	2	18	441	11	0	64	18	18	441	1890	0	37	46	17	439
No	18	1	6	8	44	6	33	3	17	441	16	6	50	31	13	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	29	1	3	15	52	8	28	5	17	441	27	4	56	26	15	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	1	20	0	0	1	20	3	60	430	15	25	0	25	50	437	5	1	42	36	21	440
B. less than one hour	62	0	0	12	67	5	28	1	6	445	67	0	67	28	6	445	74	4	62	27	7	445
C. one to two hours	14	0	0	3	75	1	25	0	0	442	15	0	75	25	0	442	18	5	59	29	7	446
D. more than two hours	7	0	0	0	0	1	50	1	50	432	4	0	0	0	100	430	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	1	11	5	56	1	11	2	22	443	33	11	56	11	22	443	30	6	63	24	7	446
B. They match some of what I have learned.	28	0	0	3	38	4	50	1	13	442	30	0	38	50	13	442	52	4	63	27	6	446
C. They match just a little of what I have learned.	24	0	0	5	71	1	14	1	14	442	22	0	83	0	17	443	12	2	46	37	15	441
D. There is no match.	17	0	0	2	40	2	40	1	20	435	15	0	50	50	0	444	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	1	11	5	56	3	33	0	0	445	30	13	63	25	0	447	35	7	66	20	6	448
B. good	45	0	0	7	54	3	23	3	23	442	48	0	54	23	23	442	51	3	60	29	7	445
C. fair	21	0	0	3	50	2	33	1	17	439	22	0	50	33	17	439	12	1	44	40	16	440
D. poor	3	0	0	0	0	0	0	1	100	400	0						2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	67	1	33	0	0	443	11	0	67	33	0	443	19	2	46	34	17	442
B. about the same as my regular schoolwork	64	0	0	10	56	5	28	3	17	442	67	0	56	28	17	442	62	5	64	26	5	446
C. easier than my regular schoolwork	25	1	14	3	43	2	29	1	14	443	22	17	50	17	17	445	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	17	0	0	4	80	1	20	0	0	446	19	0	80	20	0	446	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	45	0	0	5	38	5	38	3	23	439	44	0	42	33	25	439	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	38	1	9	6	55	2	18	2	18	441	37	10	60	20	10	445	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	24	1	14	3	43	2	29	1	14	445	26	14	43	29	14	445	18	7	64	22	7	447
B. 20 minutes to an hour	38	0	0	7	64	3	27	1	9	443	41	0	64	27	9	443	55	4	64	26	6	446
C. less than 20 minutes	17	0	0	1	20	1	20	3	60	425	15	0	25	25	50	432	14	2	53	33	12	443
D. I rarely read at home.	21	0	0	4	67	2	33	0	0	444	19	0	80	20	0	446	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	0	0	7	64	2	18	2	18	441	37	0	70	20	10	445	23	3	50	34	13	442
B. six to ten pages	28	0	0	3	38	2	25	3	38	438	30	0	38	25	38	438	25	3	60	29	8	444
C. eleven or more pages	34	1	10	5	50	4	40	0	0	444	33	11	56	33	0	445	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	3	1	3	1294	9
	2006-2007	0	0	0	0	1054	8
	2007-2008	2	7	2	7	1321	9
	Cum. Total*	3	3	3	3	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	15	43	15	43	7000	50
	2006-2007	16	38	16	40	7394	53
	2007-2008	8	28	8	30	7079	51
	Cum. Total*	39	37	39	38	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	13	37	13	37	3784	27
	2006-2007	15	36	14	35	3729	27
	2007-2008	12	41	12	44	3955	28
	Cum. Total*	40	38	39	38	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	6	17	6	17	1894	14
	2006-2007	11	26	10	25	1735	12
	2007-2008	7	24	5	19	1642	12
	Cum. Total*	24	23	21	21	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.6	57.3	8.9	59.3	9.5	63.3
Cluster 2: Shape and Size	14	29	7.5	53.6	7.9	56.4	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	3.0	60.0	3.4	68.0
Cluster 4: Patterns	14	29	8.9	63.6	9.3	66.4	9.7	69.3

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	29	2	7	8	28	12	41	7	24	439	27	7	30	44	19	441	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										1						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	28	2	7	7	25	12	43	7	25	438	26	8	27	46	19	440	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	0	0	2	29	5	71	425	5	0	0	40	60	430	2372	3	31	36	30	436
No	22	2	9	8	36	10	45	2	9	443	22	9	36	45	9	443	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	29	2	7	8	28	12	41	7	24	439	27	7	30	44	19	441	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	17	0	0	3	18	8	47	6	35	433	15	0	20	53	27	436	5472	5	41	35	19	440
No	12	2	17	5	42	4	33	1	8	447	12	17	42	33	8	447	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	29	2	7	8	28	12	41	7	24	439	27	7	30	44	19	441	13992	9	51	28	12	445
Gender																						
Female	15	1	7	5	33	5	33	4	27	441	15	7	33	33	27	441	6933	9	50	29	12	445
Male	14	1	7	3	21	7	50	3	21	436	12	8	25	58	8	440	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	4	36	4	36	3	27	437	11	0	36	36	27	437	1890	2	34	41	23	438
No	18	2	11	4	22	8	44	4	22	440	16	13	25	50	13	443	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	29	2	7	8	28	12	41	7	24	439	27	7	30	44	19	441	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	0	0	2	40	2	40	1	20	436	15	0	50	50	0	442	5	6	34	33	27	438
B. less than one hour	62	2	11	4	22	9	50	3	17	441	67	11	22	50	17	441	74	10	52	28	10	446
C. one to two hours	14	0	0	2	50	0	0	2	50	439	15	0	50	0	50	439	18	10	52	28	10	446
D. more than two hours	7	0	0	0	0	1	50	1	50	426	4	0	0	100	0	438	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	1	11	4	44	3	33	1	11	443	33	11	44	33	11	443	38	13	56	23	8	448
B. They match some of what I have learned.	41	1	8	2	17	6	50	3	25	439	44	8	17	50	25	439	48	8	52	29	10	445
C. They match just a little of what I have learned.	21	0	0	1	17	3	50	2	33	434	19	0	20	60	20	438	10	4	35	39	22	439
D. There is no match.	7	0	0	1	50	0	0	1	50	432	4	0	100	0	0	452	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	2	29	1	14	1	14	3	43	442	22	33	17	17	33	446	35	16	55	20	8	449
B. good	45	0	0	4	31	7	54	2	15	439	48	0	31	54	15	439	48	7	52	31	11	445
C. fair	24	0	0	3	43	3	43	1	14	440	26	0	43	43	14	440	14	3	41	38	18	440
D. poor	7	0	0	0	0	1	50	1	50	421	4	0	0	100	0	430	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	0	0	2	67	1	33	434	11	0	0	67	33	434	15	4	38	33	25	439
B. about the same as my regular schoolwork	66	2	11	5	26	8	42	4	21	440	70	11	26	42	21	440	64	10	54	28	9	446
C. easier than my regular schoolwork	24	0	0	3	43	2	29	2	29	437	19	0	60	40	0	446	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	0	0	3	60	1	20	1	20	440	19	0	60	20	20	440	23	8	47	29	16	443
B. two or three days a week	31	0	0	3	33	4	44	2	22	440	33	0	33	44	22	440	36	11	54	27	9	447
C. two or three times each month	14	0	0	0	0	3	75	1	25	429	11	0	0	100	0	435	25	10	53	27	10	446
D. never or almost never	38	2	18	2	18	4	36	3	27	440	37	20	20	40	20	443	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	428	4	0	0	0	100	428	5	3	30	33	33	436
B. two or three days a week	10	0	0	1	33	1	33	1	33	430	7	0	50	50	0	439	19	8	50	30	12	445
C. two or three times each month	7	0	0	0	0	1	50	1	50	427	4	0	0	100	0	440	38	11	55	26	8	447
D. never or almost never	79	2	9	7	30	10	43	4	17	441	85	9	30	43	17	441	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	21	0	0	2	33	4	67	0	0	441	22	0	33	67	0	441	8	3	33	38	25	438
B. 30–45 minutes	21	0	0	2	33	2	33	2	33	436	22	0	33	33	33	436	27	6	48	33	13	443
C. 45–60 minutes	48	2	14	4	29	6	43	2	14	444	52	14	29	43	14	444	38	11	54	26	9	447
D. more than 60 minutes	10	0	0	0	0	0	0	3	100	417	4	0	0	0	100	426	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	0	0	751	5
	2006-2007	0	0	0	0	963	7
	2007-2008	0	0	0	0	882	6
	Cum. Total*	0	0	0	0	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	19	54	19	54	7251	52
	2006-2007	17	40	17	43	6824	49
	2007-2008	16	55	16	59	7130	51
	Cum. Total*	52	49	52	51	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	8	23	7	20	4514	32
	2006-2007	12	29	11	28	4382	32
	2007-2008	8	28	7	26	4433	32
	Cum. Total*	28	26	25	25	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	8	23	9	26	1458	10
	2006-2007	13	31	12	30	1735	12
	2007-2008	5	17	4	15	1546	11
	Cum. Total*	26	25	25	25	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.9	65.8	8.0	66.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.8	56.7	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.6	55.0	6.8	56.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.3	60.8	7.6	63.3	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsl/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	29	0	0	16	55	8	28	5	17	441	27	0	59	26	15	443	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										1						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	28	0	0	15	54	8	29	5	18	441	26	0	58	27	15	442	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	1	14	2	29	4	57	430	5	0	20	20	60	433	2370	2	32	41	25	437
No	22	0	0	15	68	6	27	1	5	445	22	0	68	27	5	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	29	0	0	16	55	8	28	5	17	441	27	0	59	26	15	443	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	17	0	0	6	35	7	41	4	24	437	15	0	40	40	20	439	5470	3	41	39	18	440
No	12	0	0	10	83	1	8	1	8	447	12	0	83	8	8	447	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	29	0	0	16	55	8	28	5	17	441	27	0	59	26	15	443	13986	6	51	32	11	444
Gender																						
Female	15	0	0	11	73	3	20	1	7	445	15	0	73	20	7	445	6929	6	49	33	12	443
Male	14	0	0	5	36	5	36	4	29	436	12	0	42	33	25	439	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	7	64	3	27	1	9	442	11	0	64	27	9	442	1888	1	32	44	23	437
No	18	0	0	9	50	5	28	4	22	441	16	0	56	25	19	443	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	29	0	0	16	55	8	28	5	17	441	27	0	59	26	15	443	13725	6	51	32	11	444

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Calais School Department

School: Calais Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	17	0	0	1	20	2	40	2	40	432	15	0	25	50	25	438	5	4	37	36	22	439
B. less than one hour	62	0	0	12	67	4	22	2	11	445	67	0	67	22	11	445	74	6	53	31	10	444
C. one to two hours	14	0	0	3	75	1	25	0	0	443	15	0	75	25	0	443	18	7	52	32	8	445
D. more than two hours	7	0	0	0	0	1	50	1	50	428	4	0	0	0	100	426	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	41	0	0	7	58	2	17	3	25	440	41	0	64	9	27	441	24	9	53	28	10	446
B. They match some of what I have learned.	45	0	0	7	54	5	38	1	8	442	44	0	58	42	0	445	49	6	54	31	9	445
C. They match just a little of what I have learned.	10	0	0	2	67	1	33	0	0	444	11	0	67	33	0	444	21	4	47	36	13	442
D. There is no match.	3	0	0	0	0	0	0	1	100	428	4	0	0	0	100	428	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	41	0	0	8	67	3	25	1	8	443	41	0	73	18	9	444	25	9	53	27	10	446
B. good	45	0	0	6	46	4	31	3	23	440	48	0	46	31	23	440	54	6	55	30	9	445
C. fair	10	0	0	2	67	1	33	0	0	445	11	0	67	33	0	445	19	3	43	40	15	441
D. poor	3	0	0	0	0	0	0	1	100	412	0						3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	10	0	0	2	67	0	0	1	33	441	11	0	67	0	33	441	22	5	45	35	15	442
B. about the same as my regular schoolwork	62	0	0	10	56	5	28	3	17	441	67	0	56	28	17	441	62	7	53	31	9	445
C. easier than my regular schoolwork	28	0	0	4	50	3	38	1	13	441	22	0	67	33	0	447	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	93	0	0	16	59	8	30	3	11	443	96	0	62	27	12	443	24	7	48	33	12	444
B. a few times a week	3	0	0	0	0	0	0	1	100	426	4	0	0	0	100	426	53	7	54	31	9	445
C. once a week	0										0						9	6	46	33	15	442
D. a few times a month	3	0	0	0	0	0	0	1	100	412	0						14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	45	0	0	7	54	4	31	2	15	441	44	0	58	25	17	442	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	7	0	0	1	50	1	50	0	0	442	7	0	50	50	0	442	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	48	0	0	8	57	3	21	3	21	441	48	0	62	23	15	443	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	0										0						22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number